



## Mt Gallant Elementary

4664 Mt. Gallant Road  
Rock Hill, SC 29732

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	509 Students	
<b>Principal</b>	Latoya N. Dixon	803-981-1360
<b>Superintendent</b>	Dr. Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Average</b>
2008	Average	At-Risk
2007	Good	At-Risk
2006	Good	Below Average
2005	Good	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

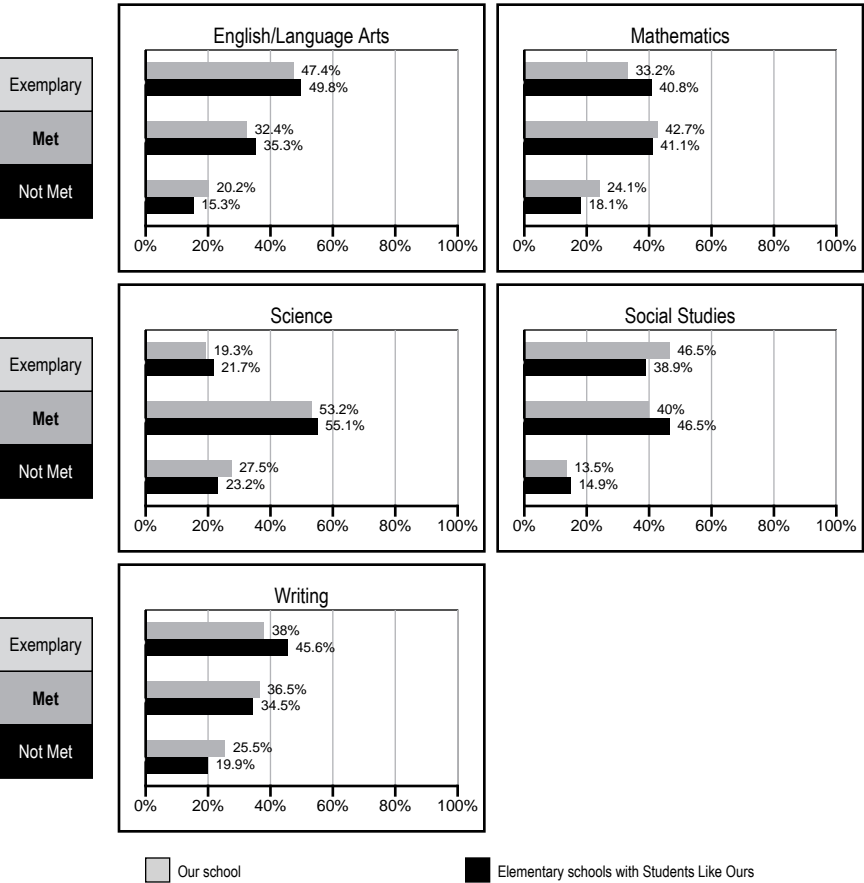
98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
20	16	7	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=509)</b>				
First graders who attended full-day kindergarten	92.9%	N/R	100.0%	100.0%
Retention rate	0.2%	Down from 0.7%	1.5%	1.9%
Attendance rate	96.9%	Up from 96.6%	96.7%	96.3%
Eligible for gifted and talented	12.5%	Up from 11.3%	17.8%	10.0%
With disabilities other than speech	10.1%	Up from 9.5%	8.6%	7.7%
Older than usual for grade	0.0%	Down from 0.2%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	67.6%	Down from 70.0%	60.5%	59.4%
Continuing contract teachers	88.2%	Up from 85.0%	80.0%	80.0%
Teachers with emergency or provisional certificates	3.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	86.7%	Down from 93.5%	86.4%	85.9%
Teacher attendance rate	94.3%	Down from 95.4%	95.3%	95.1%
Average teacher salary*	\$52,672	Up 2.2%	\$47,858	\$47,149
Professional development days/teacher	5.9 days	Down from 12.2 days	10.2 days	11.1 days
<b>School</b>				
Principal's years at school	1.5	Up from 0.5	3.0	4.0
Student-teacher ratio in core subjects	23.2 to 1	N/R	20.0 to 1	18.8 to 1
Prime instructional time	90.3%	Down from 90.7%	91.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	95.4%	Up from 82.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,556	Up 9.0%	\$6,629	\$7,458
Percent of expenditures for instruction**	75.4%	Down from 76.1%	70.6%	68.8%
Percent of expenditures for teacher salaries**	73.5%	Down from 73.8%	67.1%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Mt. Gallant Elementary School has a long-standing tradition of excellence. Our students, staff, parents, and greater school community make a collaborative effort to make forward progress in the area of student achievement each school year. Our school is fortunate to have a tremendously supportive PTA and School Improvement Council. In the 2008-2009 school year, our PTA worked to raise funds for instructional supplies in the area of mathematics and literacy. Our School Improvement Council held a parent session to provide information to parents regarding the new state standardized test known as P.A.S.S. Our continued collaborative efforts will help ensure continuous improvement for all students at Mt. Gallant Elementary School.

The students at Mt. Gallant Elementary School are exposed to a variety of engaging programs and activities to help them become successful learners. During the 2008-2009 school year, we implemented a Royal Readers program, in addition to our current Accelerated Reader program. Students were encouraged to read and rewarded for their efforts. We also implemented a Lego Club for our fourth grade students who worked with our Cross Curriculum Technology Coach to build a variety of projects. Our Guidance Counselor and staff members made a concerted effort to fully implement our new character education program, "The Knightway is the Right Way."

Our teachers worked diligently in Professional Learning Teams to analyze data, plan collaboratively, and use data to inform their instruction. Promethean Board packages will continue to be added to additional classrooms as evidence of our effort to continuously find ways to improve. We are deeply committed to providing quality instruction for every child by working together with students, parents, and the greater school community as we prepare our future, one child at a time.

Latoya N. Dixon, Principal  
Frank Mingo, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	83	34
Percent satisfied with learning environment	100.0%	94.0%	84.8%
Percent satisfied with social and physical environment	100.0%	93.8%	94.1%
Percent satisfied with school-home relations	96.2%	97.6%	93.9%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	260	99.6	20.2	32.4	47.4	88.1	85.2	82.8	Yes	Yes
<b>Gender</b>										
Male	139	99.3	23.1	29.9	47	85.1	82	79.3	N/A	N/A
Female	121	100	16.8	35.3	47.9	91.6	88.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	167	99.4	9.9	28	62.1	96.3	92.4	89.5	Yes	Yes
African American	77	100	42.1	43.4	14.5	69.7	74.5	73.7	Yes	Yes
Asian/Pacific Islander	11	100	9.1	18.2	72.7	100	92.5	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.6	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	41	97.6	53.8	38.5	7.7	66.7	57.7	52	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	77.1	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	98	99	40	38.9	21.1	73.7	76.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	260	99.6	24.1	42.7	33.2	83.8	82.8	78.9	Yes	Yes
<b>Gender</b>										
Male	139	99.3	26.9	35.8	37.3	81.3	80	77	N/A	N/A
Female	121	100	21	50.4	28.6	86.6	85.9	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	167	99.4	10.6	44.1	45.3	95	91.5	87.2	Yes	Yes
African American	77	100	53.9	42.1	3.9	57.9	68.6	66.7	Yes	Yes
Asian/Pacific Islander	11	100	9.1	36.4	54.5	100	98	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.2	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	41	97.6	56.4	38.5	5.1	59	50.2	45.5	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	79.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	98	99	49.5	34.7	15.8	64.2	72.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	175	100	27.5	53.2	19.3	72.5	71	67.5
<b>Gender</b>								
Male	89	100	32.2	47.1	20.7	67.8	70.2	67
Female	86	100	22.6	59.5	17.9	77.4	71.8	68
<b>Racial/Ethnic Group</b>								
White	108	100	14.3	60	25.7	85.7	83.9	79.5
African American	54	100	56.6	37.7	5.7	43.4	50.7	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	88.3	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	62.8	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	59.8	71.2
<b>Disability Status</b>								
Disabled	25	100	N/AV	N/AV	N/AV	41.7	39.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	61.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	66	100	52.3	41.5	6.2	47.7	55.1	55.1

**Social Studies**

All Students	175	100	13.5	40	46.5	86.5	76.4	72.3
<b>Gender</b>								
Male	91	100	17	26.1	56.8	83	75.6	71.5
Female	84	100	9.8	54.9	35.4	90.2	77.3	73.2
<b>Racial/Ethnic Group</b>								
White	115	100	7.3	35.5	57.3	92.7	84.9	80.7
African American	49	100	30.6	49	20.4	69.4	62.9	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.7	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	75.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	62	72.2
<b>Disability Status</b>								
Disabled	29	100	39.3	57.1	3.6	60.7	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	75	67.9
<b>Socio-Economic Status</b>								
Subsided meals	66	100	25	57.8	17.2	75	64.3	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	257	99.2	25.2	36.6	38.2	74.8	73.1	70.2	96.9	96.7
Gender										
Male	138	98.6	31.9	37	31.1	68.1	65.9	63.2	96.9	96.6
Female	119	100	17.6	36.1	46.2	82.4	80.9	77.5	96.9	96.8
Racial/Ethnic Group										
White	164	98.8	14.9	39.1	46	85.1	82.5	79.1	97.1	96.6
African American	77	100	48.1	31.2	20.8	51.9	59.2	57.6	96.6	96.8
Asian/Pacific Islander	11	100	9.1	27.3	63.6	90.9	88.3	86.2	95.9	97.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	65.7	62.6	97.2	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60.7	68.7	96.1	95.2
Disability Status										
Disabled	41	97.6	80	15	5	20	30.2	26.1	96.1	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	63	61.2	95	96.6
Socio-Economic Status										
Subsidized meals	97	99	42.7	33.3	24	57.3	59.5	58.9	96.3	96.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	85	100	22	26.8	51.2	78
	4	91	100	27.3	29.5	43.2	72.7
	5	84	98.8	10.8	41	48.2	89.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	85	100	26.8	39	34.1	73.2
	4	91	100	27.3	46.6	26.1	72.7
	5	84	98.8	18.1	42.2	39.8	81.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	43	100	21.4	47.6	31	78.6
	4	91	100	31.8	58	10.2	68.2
	5	41	100	24.4	48.8	26.8	75.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	42	100	15	35	50	85
	4	91	100	10.2	44.3	45.5	89.8
	5	42	100	19	35.7	45.2	81
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	84	98.8	23.2	36.6	40.2	76.8
	4	88	100	29.5	34.1	36.4	70.5
	5	85	98.8	22.6	39.3	38.1	77.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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